

## **Indiana Standards Addressed in These Lessons**

### **High School United States Government Standards**

- USG.1.8 Define and provide examples of constitutionalism, rule of law, limited government and popular sovereignty in the United States Constitution and explain the relationship of these three constitutional principles to the protection of the rights of individuals. (History; Individuals, Society and Culture)
- USG.1.9 Explain the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.
- USG.2.5 Define and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, and social diversity. (Individuals, Society and Culture)
- USG.2.7 Identify and explain historical and contemporary efforts to narrow discrepancies between fundamental principles and values of American democracy and realities of American political and civic life. (History; Individuals, Society and Culture)
- USG.5.5 Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court. (Economics; Individuals, Society and Culture)
- Example:** Freedom of speech, right to bear arms and the right to justice
- USG.5.6 Identify when it is constitutional for governments to limit the rights of individuals.
- Example:** Times of civil unrest or emergency
- USG.5.7 Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups.
- Example:** Voting, lobbying, editorial writing and protests
- USG.5.8 Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.

## **High School United States History Standards**

- USH.1.1 Read key documents from the Founding Era and explain major ideas about government, individual rights and the general welfare embedded in these documents. (Government)

**Example:** Northwest Ordinance (1787), United States Constitution (1787), Federalist Papers 10 and 51 (1787–1788), Bill of Rights (1791), Washington’s Farewell Address (1796), The Alien and Sedition Acts (1798), Jefferson’s First Inaugural Address (1801), *Marbury v. Madison* (1803) and *McCulloch v. Maryland* (1819)

- USH.1.2 Explain major themes in the early history of the United States. (Economics, Government)

**Example:** Federalism, sectionalism and nationalism; expansion; states’ rights; and the political and economic difficulties encountered by Americans and Native American Indians such as slavery; and liberty versus order

- USH.1.3 Describe controversies pertaining to slavery, abolitionism, *Dred Scott v. Sanford* (1856) and social reform movements. (Government, Economics)

**Example:** Temperance movement and women’s movement

- USH. 1.4 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time. (Government, Economics)

**Example:** The election of Abraham Lincoln; succession; the Emancipation Proclamation; 13th, 14th and 15th Amendments; formation of the Ku Klux Klan; election of 1876; Civil Rights Cases (1883); and Jim Crow Laws

- USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

**Example:** The Scopes Trial, the Red Scare, Japanese internment during World War II, Watergate hearings and the actions of President Nixon, and U.S. involvement in Iran and Iraq

## **9<sup>th</sup> Grade Language Arts Standards**

- 9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.  
Example: Understand figurative language when reading text, such as *She shot me a glance that would have made a laser beam seem like a birthday candle.* (Larry Servais)
- 9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.  
Example: Analyze both the literal and the implied meaning of phrases when reading text, such as *We had a permissive father. He permitted us to work.* (Sam Levinson)
- 9.2.3 Generate relevant questions about readings on issues or topics that can be researched.  
Example: Read about some of the different cultures described in *African Beginnings* by James Haskins, Kathleen Benson, and Floyd Cooper. Generate researchable questions about how and why the cultures developed as differently as they did.
- 9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.

## **10<sup>th</sup> Grade Language Arts Standards**

- 10.1.2 Distinguish between what words mean literally and what they imply, and interpret what words imply.  
Example: Understand descriptive phrases when reading, such as *A man's feet must be planted in his country, but his eyes should survey the world* (George Santayana) or *We must be the change we wish to see in the world* (Gandhi).
- 10.1.4 Identify and use the literal and figurative meanings of words and understand origins of words.
- 10.2.5 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.
- 10.2.4 Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.  
Example: Evaluate science articles by judging the references, the author's presentation of facts and opinions, and the date of publication. Evaluate different arguments on a legal issue, such as the legal age for getting a driver's license.
- 10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active (*I will always remember my first trip to the city*) rather than the passive voice (*My first trip to the city will always be remembered*).
- 10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.
- 10.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.

## **11<sup>th</sup> Grade Language Arts Standards**

- 11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.  
Example: Evaluate a famous political speech, such as Martin Luther King, Jr.'s "I Have a Dream" speech or Edward R. Murrow's "Speech to the Radio and Television News Directors Association (RTNDA) Convention" in Chicago on October 15, 1958, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.
- 11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.  
Example: Read Alexis de Tocqueville's *Democracy in America* or John Steinbeck's *Travel with Charley* and support agreement or disagreement with the author's assertions by citing evidence from the text.
- 11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.  
Example: Relate core concepts in self-government as they are conveyed by the Bill of Rights, the Declaration of Independence, and the U.S. Constitution. Discuss how these concepts and ideals continue in American society today.
- 11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.  
Example: Critique how Martin Luther King, Jr.'s use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Susan B. Anthony and Eleanor Roosevelt, and critique the authors' respective arguments about women's suffrage, gender equity, and women's place in organized labor.
- 11.3.7 Analyze the clarity and consistency of political assumptions (statements that take for granted something is true), beliefs, or intentions in a selection of literary works or essays on a topic.  
Example: Analyze or evaluate how the assumptions in *All Quiet on the Western Front* by Erich Maria Remarque advance the story.
- 11.5.2 Write responses to literature that:
- demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - support statements with evidence from the text.
  - demonstrate an understanding of the author's style and an appreciation of the effects created.
  - identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**Example:** After reading "The Fall of the House of Usher" by Edgar Allan Poe (an example of observer narration), "The Prison" by Bernard Malamud (an example of single character point of

view), and “The Boarding House” by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors’ choices of literary narrator made a difference in the response of the reader. Reference examples from throughout the works in support of a position.

- 11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- 11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 11.7.1 Summarize a speaker’s purpose and point of view and ask questions to draw interpretations of the speaker’s content and attitude toward the subject.
- 11.7.4 Use logical (causality, appeal to authority), ethical, and emotional appeals that enhance a specific tone and purpose.

## **12<sup>th</sup> Grade Language Arts Standards**

- 12.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.  
Example: Evaluate a famous political speech, such as Abraham Lincoln’s “Gettysburg Address” or John F. Kennedy’s 1960 inaugural address, and describe the rhetorical devices used to capture the audience’s attention and convey a unified message.
- 12.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.  
Example: Analyze speeches of Winston Churchill to examine the way his language influences the impact of his message.
- 12.2.4 Make reasonable assertions about an author’s arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.  
Example: Read General Dwight Eisenhower’s June 1944 “D-Day Pre-Invasion Address to the Soldiers” and evaluate the validity of his arguments for succeeding during the Normandy Invasion (World War II).
- 12.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.  
  
**Example:** Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as a citizen’s right to privacy or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.
- 12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 12.4.6 Use language in creative and vivid ways to establish a specific tone.

12.5.2 Write responses to literature that:

- demonstrate a comprehensive understanding of the significant ideas in works or passages.
- analyze the use of imagery, language, universal themes, and unique aspects of the text.
- support statements with evidence from the text.
- demonstrate an understanding of the author's style and an appreciation of the effects created.
- identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**Example:** Analyze the events, point of view, and characterization in Virginia Woolf's novel *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.

12.6.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.

12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

12.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

12.7.4 Use logical (*ad hominem*: arguing from a personal perspective; *ad populum*: appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.

### **High School Composition Standards**

CMP.3.1 Demonstrate control of grammar, diction, paragraph and sentence structure, as well as an understanding of English usage. [11.6.1/12.6.1]

CMP.3.2 Produce writing that shows accurate spelling and correct punctuation and capitalization. [11.6.2/12.6.2]



## **High School Literature Standards**

- LIT.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices. [11.2.1/12.2.1]

**Examples:** Evaluate the rhetorical devices used to capture the audience's attention and convey a unified message in a famous speech, such as Martin Luther King, Jr.'s, "I Have a Dream" speech; Edward R. Murrow's "Speech to the Radio and Television New Directors Association (RTNDA) Convention" in Chicago on October 15, 1958; Abraham Lincoln's "Gettysburg Address"; John F. Kennedy's 1960 inaugural address; astronaut Frank Borman's "Christmas Eve Greeting back to Earth" from lunar orbit (1968); the speeches of Barbara Jordan (U. S. Congresswoman from Texas in the 1970s); the speeches and writings of Nelson Mandela; or the fourteenth Dalai Lama's "Acceptance Speech" for the 1989 Nobel Peace Prize.

- LIT.2.4 Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations. [11.2.4/12.2.4]

**Examples:** Read Alexis de Tocqueville's *Democracy in America* (1831) or John Steinbeck's *Travels with Charley* (1960) or *Chasing the Red, White, and Blue: A Journey in Tocqueville's Footsteps through Contemporary America* (2001) by David Cohen and support agreement or disagreement with the authors' assertions by citing evidence from the text. Read General Dwight Eisenhower's June 1944 "D-Day Pre-Invasion Address to the Soldiers" and evaluate the validity of his arguments for succeeding during the Normandy Invasion (World War II). Read excerpts from Tom Brokaw's *The Greatest Generation* and evaluate his assertions that the World War II generation was a hero generation.

- LIT.2.5 Analyze an author's implicit or explicit assumptions and beliefs about a subject. [11.2.5/12.2.5]

**Examples:** Relate core concepts in self-government as they are conveyed by the Bill of Rights, the Declaration of Independence, and the U.S. Constitution. Discuss how these concepts and ideals continue in American society today. After reading excerpts from *Undaunted Courage* (Lewis and Clark Expedition) by Stephen Ambrose, *Into Africa: The Epic Adventures of Stanley and Livingstone* (discovery of the headwater of the Nile River) by Martin Dugard, *The 8:55 to Baghdad: From London to Iraq on the Trail of Agatha Christie* (train travel, including the famous Orient Express) by Andrew Eames, or *The Voyage of Christopher Columbus* (personal diary of the first voyage to America) by Christopher Columbus (translated by John Cummins), analyze the various authors' assumptions, beliefs or intentions about their subjects.

- LIT.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims. [11.2.6/12.2.6]

**Examples:** Critique how Martin Luther King, Jr.'s, use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Abigail Adams, Jane Adams, Susan B. Anthony, Eleanor Roosevelt, Elizabeth Cady Stanton, Sojourner Truth, and others and critique the authors' respective arguments about women's suffrage, gender equity, and women's place in organized labor and women's roles in the culture. Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as building a new state highway or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers. Read Earl Charles Spencer's "Funeral Oration" (September 6, 1997) for his sister, Diana, Princess of Wales, and evaluate the appeal of his words to both a friendly and hostile audience. Critique the writings and speeches of Mahatma Gandhi to discover how he anticipates and addresses counter arguments.

- LIT.3.9 Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic. [11.3.7/12.3.8]

**Examples:** Analyze or evaluate how the assumptions in Sinclair Lewis' *Babbitt* or *All Quiet on the Western Front* by Erich Maria Remarque (World War I) advance the story. Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.

### **High School Speech and Communication Standards**

- SPC.1.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject. [11.7.1/12.7.1]
- SPC.1.4 Use logical, (*ad hominem*, arguing from a personal perspective; *ad populum*, appealing to the people) ethical, and emotional appeals that enhance a specific tone and purpose. [11.7.4/12.7.4]